REVISED 4.5.05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: _X_ Elementary __ Middle __ High __ K-12

Name of Principal _____Mrs. Cindy Fischer_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name _____Pleasant View Elementary_____
(As it should appear in the official records)

School Mailing Address _____W11141 County Road HH_____
(If address is P.O. Box, also include street address)

___Antigo_____WI_____54409-8809_____
City   State   Zip Code+4 (9 digits total)

County __Langlade_____School Code Number*___200_____

Telephone (715)   627-7700_____Fax (715)   627-0457_____

Website/URL www.antigoschools.k12.wi.us/Schools/ElementarySchools/pv/index1.htm_____
E-mail clfischer@antigoschools.k12.wi.us_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent*___Mr. Larry Nelson_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Unified School District of Antigo_____Tel. (715)   627-4355_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board   Mr. Gary Kieper
President/Chairperson ———————————————————————————————————
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __8__ Elementary schools
           __1__ Middle schools
           _____ Junior high schools
           __1__ High schools
           __2__ Other - Parochial

           __12__ TOTAL

2. District Per Pupil Expenditure: $10,479
                                   > from Wisconsin Tax Payers' Alliance School Facts 2004

    Average State Per Pupil Expenditure: $ 9,940

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[   ]   Urban or large central city
[   ]   Suburban school with characteristics typical of an urban area
[   ]   Suburban
[X]   Small city or town in a rural area
[   ]   Rural

4.   __4__   Number of years the principal has been in her/his position at this school.

        _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**			
K	12	6	**18**		**8**			
1	10	8	**18**		**9**			
2	5	5	**10**		**10**			
3	14	7	**21**		**11**			
4	9	8	**17**		**12**			
5	7	10	**17**		**Other**			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					101

[Throughout the document, round numbers to avoid decimals.]

6.   Racial/ethnic composition of   97   % White
     the students in the school: % Black or African American
                                                 % Hispanic or Latino
                                         2   % Asian/Pacific Islander
                                         1   % American Indian/Alaskan Native
                                    100% Total

     Use only the five standard categories in reporting the racial/ethnic composition of the school.

7.   Student turnover, or mobility rate, during the past year: 24   %

     (This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	12
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	101
(5)	Subtotal in row (3) divided by total in row (4)	.24
(6)	Amount in row (5) multiplied by 100	24

8.   Limited English Proficient students in the school: 0   %
                                                           0   Total Number Limited English Proficient
     Number of languages represented: _____
     Specify languages:

9.   Students eligible for free/reduced-priced meals: 44   %

          Total number students who qualify: 44

     If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___4___ %
    ___4___ Total Number of Students Served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

    ____Autism   ____Orthopedic Impairment
    ____Deafness   ____Other Health Impaired
    ____Deaf-Blindness   ____Specific Learning Disability
    ____Emotional Disturbance _X_Speech or Language Impairment
    ____Hearing Impairment   ____Traumatic Brain Injury
    ____Mental Retardation   ____Visual Impairment Including Blindness
    ____Multiple Disabilities

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)		1
Classroom teachers	6	
Special resource teachers/specialists	2	6
Paraprofessionals		
Support staff	4	
Total number	12	7

12. Average school student-"classroom teacher" ratio: <u>17.5:1</u>

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	99%	99%
Teacher turnover rate	33%	0%	0%	17%	0%

SUMMARY

Pleasant View Elementary is a K-5 school located three miles southwest of Antigo in an agricultural setting. We are one of eight elementary buildings in the district and have a population of 105 students at the present time. Our staff consists of a part-time principal, six classroom teachers, a SAGE (Student Achievement Guarantee in Education) teacher, a Title I teacher, and four support staff. Art, band, music, guidance, and physical education are taught by traveling specialists.

Our site is composed of forty-three acres, which includes a butterfly garden and a school forest with a nature trail. One of our unique attractions is a DNR-registered wildlife museum, which includes specimens from our local area, our state, and other environments. Local taxidermists have donated services and community members have donated specimens to provide us with our display pieces, which include swans, armadillos, badgers, fish, birds of prey, otters, and many others. This museum has been on site since 1977 when the principal started the project.

There is a house located on site that is used for a variety of purposes. The house has two sections of functional spaces. One half is a living space with a kitchen, dining area, living room, bathroom, and bedrooms. This area is used regularly by special education students from other sites in the district for functional living skills. It is also used occasionally by our staff and students for enrichment activities such as cooking, and it houses our speech and language teaching station. The second section of the house is set up as a workshop with a band saw, a wood lathe, sander, and drill press. Special education students use the area for occupational opportunities, and the space is also used for our band instruction.

Our school has many programs in place to benefit all of our students. We are a SAGE school, which means we receive funds from the state to ensure that grades K – 3 have a student to teacher ratio of about 15:1 and receive materials to support these small class sizes. Students with speech and language disabilities are provided with special education to meet their needs. Title I services are provided for students meeting qualifications through a targeted assistance model. We use Early Intervention in Reading and guided reading to support student achievement, and our Foster Grandparent program is a great asset for our students. Art, guidance, music, band and physical education are taught by a specialist weekly for all students. Sports include a fall soccer team and winter basketball teams for boys and girls in 4th and 5th grade. School-wide activities like Accelerated Reader and DEAR (Drop Everything And Read) are great motivators for our students.

Our school has earned the Department of Public Instruction award called the New Wisconsin Promise Schools of Recognition Award for 2004-05. To be eligible for this award, a school must be Title I eligible, be in the top quartile of the state for free/reduced-lunch percentages, have above-average student academic performance in reading and math on the Wisconsin Knowledge and Concepts Exam (given the previous year to all fourth graders), and have met adequate yearly progress indicators for two or more consecutive years.

The vision of our school is this - Transforming the 3R's in education to the 3R's of life: Responsibility, respect, and risk taking. We use this vision to lead us in all that we do on a daily basis. We realize that education is more than the information offered in a textbook, and we strive to make each day a positive one for everyone in the building.

INDICATORS OF ACADEMIC SUCCESS

1.   Assessment Results

WSAS is the Wisconsin Student Assessment System. At grades 4, 8, and 10, the WSAS includes both regular assessments taken by nearly all students and alternate assessments taken by certain students with limited English proficiency or students with relatively severe disabilities. WSAS regular assessments at these grades include two statewide programs: the Wisconsin Knowledge and Concepts Examinations (WKCE) and WSAS Supplemental Assessments. WSAS also includes Wisconsin Alternate Assessments (WAA) for students with more severe disabilities and students at early levels of English language proficiency.

The WKCE (Wisconsin Knowledge and Concepts Examination) is a statewide standardized exam given each year to students in grades 4, 8, and 10. The exam measures student achievement in five subject areas: reading, language arts, mathematics, science, and social studies. Students also provide a rough draft writing sample.

Proficiency levels describe how well students performed on the statewide tests. The *advanced, proficient, basic, minimal performance,* and *pre-requisite skill* proficiency levels are based solely on scores obtained on WSAS. For example, students tested on WKCE received a scale score in each of the five subjects. Each of the first four proficiency levels in each subject and at each grade level is associated with a range of scores on the WKCE. Proficiency categories used in reporting WAA results for students with limited English proficiency correspond to those set for WKCE. The fifth level, *pre-requisite skill,* describes an achievement level below the range tested on WKCE. The long-term goal is for all students in each student group, except certain students with severe disabilities, to progress to the proficient or advanced levels.

State scores at Pleasant View have maintained a high level over the past three years. With the goal of having all students achieving in the proficient or advanced levels, students have performed consistently in reading with 85%, 100%, and 94% and in math with 85%, 87%, and 100% over the last three years. A secondary goal in the assessment is to increase the number of students moving to the next level of proficiency, which was accomplished here. The number of students achieving at the advanced level has significantly increased each year, moving in reading from 25% to 61% to 71%, and in math going from 30% to 52% to 71%. The same is true of our economically disadvantaged students scoring in the advanced level: in reading they moved from 11% to 50% to 83% in the past three years, and in math went from 22% to 83% for the next two years.

At Pleasant View our only subgroups that come in with a report, based on the cell size, are for gender and economically disadvantaged. Our results show no significant disparities. In the gender subgroup, males and females typically are competitive: one year the males may outscore the females, but the following year the positions change. Our economically disadvantaged students often score the same (100%) or just slightly below the level of their non-economically disadvantaged peers. In order to accomplish this, students receive a lot of support through classroom strategies, the Foster Grandparent program, Title I, and parent involvement.

Information taken from and more information found at http://www.dpi.state.wi.us/oea/kce_q&a.html.

2.   Assessment Data used for Student Improvement

Results from the state assessment are used for a data retreat at both the district and building level. Individuals are identified for remedial plans based on poor scores. Specific content areas are examined for trends across years, for trends within particular curriculum strands, and for a comparison between our school and the state average. An item analysis allows us to examine specific questions to reveal overarching concepts that may be missed during instruction, allowing us to develop new instructional strategies to improve student achievement. In addition the data retreat information helps us identify an action plan for the following year, either on a district or building level. For example, the district identified a recurring weakness in students' writing skills, so an initiative using the Six + 1 Writing Traits was begun three years ago to remediate deficits. Math scores have been the focus for this year, based on the results of the past few years of data. Resources are allocated to improve instruction in the area of math with the goal of increased student achievement.

Teachers use formal and informal, on-going assessments within the classroom. To help them do this better, Professional Development Plans are developed by each teacher annually, based on one of three areas; content standards, the Wisconsin teacher standards, or the Six + 1 Writing Traits. The teachers' frame of reference is to take a risk and do something differently, outlined in the Professional Development Plan, which will benefit the students. This is completed and given to the building administrator by October, assessed around the end of first semester by the individual teacher, and evaluated with the teacher and administrator together by the end of the year. The goal may be met by the end of the year or continued the following year if necessary.

3.   Communication of student performance

Student performance, including state assessment results, is communicated with parents as well as the community as a whole. The state results come back to the school with a parent report that is given to the parent to explain how the child scored. The district uses data in the school performance report, filed annually through the Department of Public Instruction and published for public access. On a building level, student performance is communicated to parents through a variety of formal and informal reports, which include mid-quarter reports, quarterly report cards, annual Parent-Teacher Conferences held in the evening, telephone conversations on an as needed basis, daily assignment notebooks in the upper grades, two-way communication logs in notebooks, and personal contacts including visits and e-mail between the teacher and parents. Title I provides parents with quarterly and year-end reports, and special education uses a quarterly report as well. Students are recognized for achievements in the school newsletter, and articles are submitted to the local newspaper to bring awareness to the larger community. Awards are hung in the hallways for visitors to see, and reports are given at the Parent-Teacher Organization (PTO) meetings.

Students are given feedback about their performance through individual conferences, reward systems within the classrooms, and individual contract "negotiations."

The district web page is accessible for the community and includes information about student performance, and the local newspaper uses a weekly School Page to highlight school happenings.

4.   **Sharing success**

Starting with the internal public and working outward, our teachers share their successes with colleagues in the building as well as in the district by attending conferences and then reporting back to others. This may be done in writing, but it is more commonly done through a verbal report at a staff meeting or conducting a "mini lesson" based on the information learned. The district uses grade-level meetings on in-service days to have collegial discussions, and teachers will discuss what they've learned in conferences, strategies that work, or ask what other people do in certain situations. Using colleagues as resources is a great way to share between buildings.

Teachers are using technology to share ideas with each other. Programs like virtual field trips and on-line courses allow teachers to send ideas to one another. The district technology coordinator also posted these on the district web page so more people could get to them.

Title I meetings are held monthly with the Title I coordinator and the Title I staff. During these meetings, staff members share what they are doing in the area of reading remediation.

Curriculum mapping is being utilized for teachers to be able to find ideas for lessons, activities, or assessments, either within the district or from others who use the process.

We recently won the New Wisconsin Promise Schools of Recognition Award from our Department of Public Instruction. Besides the plaque for our building and the check that we received, we were also given the opportunity to publish key strategies for reading, math, and school climate on the department's web page. Anyone who can log onto the DPI website can view the answers to Pleasant View's questionnaire. The award was also highlighted in our local newspaper, and discussions have taken place at the district level with administrators from other buildings as to what we do in our building that makes a difference for our students.

CURRICULUM AND INSTRUCTION

1.   School's Curriculum

The school's curriculum is like a spiral, covering many of the same topics yet to a greater depth with each successive year.

The reading curriculum has the core areas of literature, speaking/listening, written expression, and research skills.

The math curriculum involves a scope and sequence involving the core areas of problem solving, numeration, algebraic symbolism, geometry, organizing data, communication, measurement, and statistics and probability.

The science standards revolve around the core topics of earth and space, life sciences, physical sciences, and nature of science.

Social studies standards include core areas of geography, history of Wisconsin, political science, economics, and behavioral sciences of sociology, psychology, and anthropology.

The arts are offered through instruction with specialists in the areas of art, music, and physical education. Each area follows standards as outlined by their professional organizations.

In addition, non-core curriculum offerings are provided for all students in the areas of health, library science, and character education through the standards of the heart.

We incorporate a school-wide cultural study as part of our annual Action Plan. One year we focused on global communities; another year we used the United States as the theme. Classrooms conduct investigative research and special readings, participate in activities of that chosen culture, and we use pen pals to communicate with student peers. A culminating activity is done so that the students can share what they've learned with other students, either in writing, story telling, dance, or project displays.

Standards describe our expectations of students. Academic standards delineate the knowledge and skills students develop as a result of classroom instruction. Standards of the heart address behavioral expectations for students as we strive to help them develop as caring, contributing, productive and responsible citizens. Assessments are the many ways to check how well students are meeting expectations. Meaningful assessment of learning occurs over time and through a variety of measures. No one measure will tell us everything we need to know about a students' grasp of the standards. Successful schools give careful attention to both daily; classroom assessments as well as periodic statewide tests. Instruction is based on the state standards for each curricular area. Annual assessments are given by the DPI in grades 4, 8, and 10, which measure progress toward proficiency in the standards attainment. Third-grade students are evaluated annually by the DPI as well in a reading assessment called the Wisconsin Reading Comprehension Test.

Wisconsin follows a Successful Schools approach. In the Fall of 2000, the Department of Public Instruction published *Characteristics of Successful Schools.* This publication describes the elements of a school that is successful in educating the hearts and minds of all students. The characteristics identified include Vision, Leadership, High Academic Standards, Family and Community Partnerships, Professional Development, and Evidence of Success. Successful Schools are dynamic places with high expectations for everyone. Effective improvements happen planfully and are built around goals that educators, parents and other community members know and support.

Information taken from http://www.dpi.state.wi.us/sig/improvement/index.html.

2.   Reading Curriculum

A few years ago a committee of grade-level representatives decided on the basal series we use because it offered a multi-step approach to reading instruction. It encompasses whole language, guided reading, intervention books, and phonemic awareness. One of the biggest attractions for the series is the take-home books, which promotes parental involvement.

Our staff has gone beyond what the series offers through a variety of supplemental programs. Early Intervention in Reading is utilized for remediation in the early grades. Title I support and remediation is achieved with a targeted assistance model, and it offers Read-At-Home kits on a weekly basis that use literature and accompanying activities to support reading and promote parental involvement.

Leisure reading is promoted through a variety of activities. Accelerated Reader, a point-based incentive program though the library, is very popular and promotes a competition on an individual, school-wide, and district-wide basis. We also have a daily twenty-minute block following lunch called Drop Everything and Read, or DEAR time. Besides individual reading during this time, we use buddy reading between grade levels, classroom read-alouds, and individuals reading to the principal at least once per year. Students in the upper grades have the opportunity to participate in Battle of the Books, a district-wide and regional competition based on literature. All students in grades K-3 are given books at least once per year to keep through the Literacy Empowerment organization. The library conducts Book Fairs twice annually, provides activities and gives books to children in grades K and 3 through the Reading Is Fundamental program, and offers browse time weekly for all students. Teachers also offer book purchases through book club orders.

3.   Other Curriculum Area

Our school uses character education each year as a part of our Action Plan in our School Improvement Plan. Quarterly themes address topics identified by the staff at the start of the year, and activities are incorporated in each classroom to support the theme. Three school-wide rules, based on respect and responsibility, are discussed with children on the opening day of school, and are posted in the main hallway during the year. All discipline conversations involve the school rules, and the quarterly theme is incorporated during the appropriate time frame, i.e., honesty is emphasized during the specified quarter. An all-school assembly is used as a culmination activity to pull together the ideas from one quarter when we highlight what was learned and what students positively demonstrated, and maybe where we could improve for the specified trait. The second part of the 15-minute assembly is a kick-off for the next quarter's theme, and we use this time to share ideas about what types of behaviors depict the new trait of focus.

Resources are provided for the teachers that make lesson planning easy for each of the character traits. Resource books offer bulletin board ideas, role playing scenarios, quotes to support the theme, and literature to demonstrate specific themes. Additional student books to support the traits were purchased and have a special section on a library shelf called the Good People Section. Videotapes and DVDs were recently purchased that will support the character traits during our rainy day activities when we can't go outside for recess due to inclement weather.

Everyone in the building is involved with this curriculum. The secretary, custodian, and cook expect the same things from the students that are expected by the teachers or principal. The school newsletter informs parents what the quarterly theme is so that they can support the efforts at home. This follows our vision for transforming the 3R's in education to the 3R's of life: Responsibility, respect, and risk taking.

4.   Instructional Methods to Improve Learning

Instructional methods are ways that instruction is presented to students. These fall into two categories: teacher-centered approaches and student-centered approaches. There is not one "best" approach to instruction. Some goals are better suited to teacher-centered approaches while others clearly need student-centered approaches.

The staff uses a variety of research-based strategies to motivate all learning styles. Teacher-centered approaches, such as direct instruction, guided reading, and goal setting are commonly used for introduction of material. Students are trained to use graphic organizers, phonetic skills and sight word recognition, and visual cues/representations for creating, storing and retrieving knowledge. For student-centered approaches, teachers provide for discovery centers and creativity during free play, cooperative learning activities, learning centers incorporating technology and listening devices, and leisure activities that promote academic learning (i.e., board games, buddy reading).

Remediation is achieved through after-school tutoring as needed, individual or small group re-teaching, and peer tutors.

Our Foster Grandparent program is a great asset to our student achievement. We also have parent volunteers and high school tutors who help support student learning as well. This may mean oral spelling practice, an extra read-through with a reading selection, math flashcard practice, guiding a student through test preparation by helping the student create a mnemonic device, or keeping a child on task during a writing activity. Each contribution results in enhanced student learning.

Our district is in its second year of curriculum mapping, which will benefit instruction through horizontal alignment between buildings and vertical alignment within buildings. The elementary teachers are currently mapping math, and will complete reading or science next year.

5.   Professional Development Program

The professional development approach incorporates a combination of district-wide, building level, and personal interests. The district offers a variety of in-service trainings, including sessions on curriculum mapping, initiatives for the Six + 1 Writing Traits, technology, and first aid and CPR. At the building level we conduct data retreat sessions that allow the teachers to assess scores and decide on the necessary changes in instruction that will help student achievement. We examine results from a district, building, and individual student level. Discussions revolve around the strengths observed and identifying weaknesses; then teachers brainstorm and develop strategies for improvement.

In addition, teachers annually select goals for a Professional Development Plan within the framework of one of three areas: the Wisconsin Teacher Standards, the Wisconsin Content Standards, or the Six + 1 Writing Traits. Teachers are asked to take risks and do something they've never done before for the overarching goal of improving student learning. The goal is identified and strategies are listed to accomplish the goal, and the plan is submitted to the principal. The plan is self-assessed at mid-year and at the end of the year. If goals are not met by the end of the year, they may be carried over to the following year.

At the personal level, teachers are able to select conferences to attend that may be an area of interest to them, but the conference needs to be applicable to one of the goals identified for the building. To support new teachers, either to the profession or to our district, we have an award-winning mentoring program for three years of training. During this time the mentoring committee matches up mentors and mentees, and provides experiences that will develop awareness, build knowledge, translate knowledge into practice, deepen understanding of new approaches, and promote reflection about teaching practices and the impact of student learning.

Another opportunity for teachers is the pursuit of a Masters degree through on-site courses through Viterbo College (La Crosse, WI). A third cohort is just starting, and teachers have been supported with availability of classes, monetary compensation, and/or lane advancement on the salary schedule.

State of Wisconsin 2005 Blue Ribbon School Nominee Proficiency Information

School Name and District: Pleasant View Elementary, Antigo
Test Grade Level, Subjects, and Years of Data: Grade 4 Reading and Mathematics, 2001-02 through 2003-04
School Percent Free and Reduced Price Lunches, 2003-04: 42%
Test Name and Publisher: Wisconsin Knowledge and Concepts Examinations (WKCE), CTB/McGraw-Hill

	Reading			Math		
	2003-04	**2002-03**	**2001-02**	**2003-04**	**2002-03**	**2001-02**
Month of Test Administration	February	November	November	February	November	November
School Information and Scores:						
# FAY* in school students tested (WKCE <u>or</u> alternate)	17	23	20	17	23	20
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	100%	100%	100%	100%	96%	100%
% tested on WKCE scoring at or above Proficient	94%	100%	85%	100%	87%	85%
% tested on WKCE scoring at or above Advanced	71%	61%	25%	71%	52%	30%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
School Scores by Student Subgroup:*						
Black, non-Hispanic						
# FAY* in school students tested (WKCE <u>or</u> alternate)	0	0	1	0	0	1
White, non-Hispanic						
# FAY* in school students tested (WKCE <u>or</u> alternate)	17	23	19	17	23	19
% of all FAY students tested	100%	100%	*	100%	100%	*
% tested on WKCE scoring at or above Minimal	100%	100%	*	100%	100%	*
% tested on WKCE scoring at or above Basic	100%	100%	*	100%	96%	*
% tested on WKCE scoring at or above Proficient	94%	100%	*	100%	87%	*
% tested on WKCE scoring at or above Advanced	71%	61%	*	71%	52%	*
Number of students alternately assessed**	0	0	*	0	0	*
% of all students alternately assessed	0%	0%	*	0%	0%	*
Economically Disadvantaged						
# FAY* in school students tested (WKCE <u>or</u> alternate)	6	6	9	6	6	9
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	100%	100%	100&	100%	100%	100%
% tested on WKCE scoring at or above Proficient	83%	100%	78%	100%	83%	78%
% tested on WKCE scoring at or above Advanced	83%	50%	11%	83%	83%	22%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
Students with Disabilities						
# FAY* in school students tested (WKCE <u>or</u> alternate)	1	1	0	1	1	0
State Scores						
# FAY* in district students tested (WKCE <u>or</u> alternate)	56,022	57,026	58,196	56,022	57,026	58,196
% of all FAY in district students tested	100%	99%	99%	100%	100%	99%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	93%	93%	95%	84%	81%	95%
% tested on WKCE scoring at or above Proficient	82%	81%	83%	74%	71%	72%
% tested on WKCE scoring at or above Advanced	44%	41%	19%	30%	30%	27%
% of all students alternately assessed**	3%	2%	4%	2%	1%	3%

*FAY = Full Academic Year

**Alternate assessments approved under the Wisconsin accountability system are administered to qualified students with disabilities and Limited English Proficient (LEP) students.

***Per Wisconsin policy, test results for individual student subgroups with fewer than six students are not released for public consumption in order to protect student privacy. In addition, some test results for other student subgroups are suppressed because their performance of students can be inferred indirectly. Suppressed data are noted within the table with an asterisk (*).